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| **Halifax County Schools - Elementary School Weekly Lesson Plan** | | | | | |
| Subject: | **Teacher:** | | **Grade Level:K** | **Date(s): Week 2 September 6-8, 2016** | |
| **Curriculum Area:** | Math | | **I Can Statements & Learning Targets (I can……..):** | I can count objects in a group.  I can count to 10 by ones starting at 1. | |
| **Content: NC ScoS** | **CC.1** Count to 100 by tens and ones;  **CC.4** Understand the relationship between numbers and their quantities  a. Say the number names in standard numbers  b. Last number named said tells the number of objects counted  c. Each successive number names a quantity that is one larger | | **Technology Standards & Resources:** | **Ipad app – Simple Counting** | |
| Essential Question(s): (What question(s) should students be able to answer at the end of the lesson/unit?) | How can I count objects?  What does a number mean? | | **Higher Order Thinking/Revised Blooms:**  (Questions that will enable students to find connections or extend learning.) |  | |
| **Vocabulary:**  Academic/Content | Count , order | | **Teacher Resources:**  Manipulatives (counters)  Bingo daubers, stickers, note cards, popsicle stick puppets, | This site has an entire module of lessons on counting and cardinality, you might want to look at these lessons as well. <https://www.engageny.org/sites/default/files/resource/attachments/math-gk-m1-full-module.pdf> | |
| **Monday**  **Subject Integration:**  **Calendar time is a great way to reinforce counting skills.** | **Whole Group**  Model for students using manipulatives or smartboard resource counting objects up to 5. Have students use manipulatives and count sets of objects with your guidance. Explain that this last number you say when counting tells how many. Repeat for each number up until 5.   1. Introduce the number 4 using *Big Number Line Cards*. Ask students to count the dots aloud with you. 2. Add the 4 card to the class number line. Practice pointing and counting aloud.   **Writing Number 4**   1. Teach writing the number 4. Model writing using all three lines and leaving a finger space between numbers. Follow this [link](https://www.youtube.com/watch?v=SXym-UG3esY) ([www.youtube.com/watch?v=SXym-UG3esY](http://www.youtube.com/watch?v=SXym-UG3esY)) for a song/rhyme for all numerals. 2. Practice “writing” the number 4 by skywriting, walking in the shape of 4, writing on a friend’s back, or other gross motor/sensory methods. | | **Small Group**  **Counting Book**   1. Distribute *My Counting Book* and turn to page 4. Draw students’ attention to the five frame and ask them to count the dots. Tell them that this is number they will practice counting, writing, and drawing today. 2. Model using the lines provided to practice writing the number 4. Allow time for students to practice writing the number 4. Circulate and provide support as needed. 3. Model thinking of an idea for your scene of two. *I can draw legs on a dog. I can draw 4 ice cubes in a glass. I can draw 4 kids on the bus.* Model quickly drawing your scene and then checking to make sure that your drawing shows a scene of four. Ask students to share what they will draw with a partner, then allow time for students to draw (and color, if you wish) their scene in the box provided. 4. Model tracing and completing the sentence at the bottom, stretching out the word not given to hear all sounds. At this point, focus only on sounding one word. Students may write more complex sentences in time, if they are able. Allow time for students to trace and complete their own sentences. 5. Ask students to trade books with a partner so that partners can count and check each other’s work. 6. Display your modeled *My Counting Book* page above or below your *Big Number Line Card*. | | |  |  | | --- | --- | | 11 |  | |  |  |   **Independent Work**  Make a window pane organizers (sheet folder into four parts) to show each set of objects from 1– 4 – Using bingo daubers or sticky dots |
| **Tuesday**  **Subject Integration:** | **Whole Group**  Introduce the number 5 using *Big Number Line Cards*. Ask students to count the dots aloud with you.  Add the 5 card to the class number line. Practice pointing and counting aloud.  **Writing Number 5**   1. Teach writing the number 5. Model writing using all three lines and leaving a finger space between numbers. Follow this [link](https://www.youtube.com/watch?v=SXym-UG3esY) ([www.youtube.com/watch?v=SXym-UG3esY](http://www.youtube.com/watch?v=SXym-UG3esY)) for a song/rhyme for all numerals. 2. Practice “writing” the number 5 by skywriting, walking in the shape of 5, writing on a friend’s back, or other gross motor/sensory methods. | | **Small Group**  **Counting Book**   1. Distribute *My Counting Book* and turn to page 5. Draw students’ attention to the five frame and ask them to count the dots. Tell them that this is number they will practice counting, writing, and drawing today. 2. Model using the lines provided to practice writing the number 5. Allow time for students to practice writing the number 5.Circulate and provide support as needed. 3. Model thinking of an idea for your scene of five. Five fingers. Model quickly drawing your scene and then checking to make sure that your drawing shows a scene of five. Ask students to share what they will draw with a partner, then allow time for students to draw (and color, if you wish) their scene in the box provided. 4. Model tracing and completing the sentence at the bottom, stretching out the word not given to hear all sounds. At this point, focus only on sounding one word. Students may write more complex sentences in time, if they are able. Allow time for students to trace and complete their own sentences. 5. Ask students to trade books with a partner so that partners can count and check each other’s work. 6. Display your modeled *My Counting Book* page above or below your *Big Number Line Card*. | | **Independent Work**  Five frame concentration [**http://www.k-5mathteachingresources.com/support-files/5frameconcentration.pdf**](http://www.k-5mathteachingresources.com/support-files/5frameconcentration.pdf) |
| **Wednesday**  **Subject Integration:**  Teach writing the numbers 6 - 10. Model writing using all three lines and leaving a finger space between numbers. Follow this [link](https://www.youtube.com/watch?v=SXym-UG3esY) ([www.youtube.com/watch?v=SXym-UG3esY](http://www.youtube.com/watch?v=SXym-UG3esY)) for a song/rhyme for all numerals.  Practice “writing” the numbers by skywriting, walking in the shape of the numbers, writing on a friend’s back, or other gross motor/sensory methods. | **Whole Group**  Today use the red trapezoids and yellow hexagons.  **A. Get Started**  Number tiles at the top, in order 1-5  Red and yellow shapes at the bottom  Let’s count and point  **B. Make a number**  See my 5 (point to giant number card 5). Move your 5 down like this.  Now put 5 shapes under the 5. You can choose any 5 shapes you wish.  **C. Relate visual quantity to fingers, sounds, or body motions**  Ask children to show 5 fingers, make 5 animal sounds, clap 5 times, etc.  **D. Practice visual imagery**  Have the children look at their arrangements of 5 shapes. Then have them close their eyes and try to see the “picture” of the shapes in their mind.  **E. Describe arrangements**  Have children describe their arrangements. You may want to tell stories and pretend the counters are different things.  “Tell me about your arrangement of 5 things. (ex: My 5 has 5 red shapes, 2 are lying down, and 3 are standing up, etc).  **F. Change arrangements**  Each number can be arranged in many different ways and look different, but the number remains the same. Have children move their 5 shapes so they look different. Ask the students do you still have 5? (yes!). Have students count the shapes and discuss why the number did not change (this helps develop the concept of conservation of number).  **G. Copy the arrangement of another person**  Ask the children to make their arrangements of 5 look like an arrangement of 5 that you, the teacher, have made. If children are using different shapes, discuss how the arrangements of 5 are alike. Then discuss how they are different.  **H. See partners of a number**  Discuss partners children have displayed or create partners. Begin to ask children what partners they see. This is not for mastery, but more advanced students will be able to do this (5 has 3 and 2 as partners. I see 3 hexagons and 2 trapezoids, etc.)  **Repeat parts B through H for all numbers 1-5.** | | **Small Group**  Continue with the Counting Book each day until completed | | **Independent Work** |
| **Thursday**  **Subject Integration:** | **Whole Group**  Share Rooster’s Off to See the World by Eric Carle. (Youtube online book link) <https://www.youtube.com/watch?v=05q8QqnNPuQ&feature=kp>  Make popsicle stick puppets of the animals. Using the popsicle stick puppets, have the students, act out the book. Focus on counting the groups of animals. If you need to replay the video book again and pause as each group of animals enter.  . | | **Small Group**  Using animal stickers, have students put a certain number on each notecard and count them orally. Ask what if I put one more frog on the card, how many would I have then? | | **Independent Work** |
| **Friday**  **Subject Integration:** | **Whole Group**  [**http://maccss.ncdpi.wikispaces.net/file/view/CCSSMathTasks-Kindergarten.pdf/466936720/CCSSMathTasks-Kindergarten.pdf**](http://maccss.ncdpi.wikispaces.net/file/view/CCSSMathTasks-Kindergarten.pdf/466936720/CCSSMathTasks-Kindergarten.pdf)  Click link and refer to pages 11-14 for lesson. | | **Small Group** | | **Independent Work** |
| **Reflection-Checking for Understanding**  Students in need of remediation:  Action/Activities: | | **Reflection-Checking for Understanding**  Students on target:  Action/Activities: | | | **Reflection-Checking for Understanding**  Students who need enrichment:  Action/Activities**:** |